



REPUBLIKA E SHQIPËRISË
MINISTRIA E ARSIMIT
QENDRA E SHËRBIMEVE ARSIMORE

PROVIM I MATURËS SHTETËRORE 2026
I DETYRUAR - SESIONI I
GJUHË E HUAJ

SKEMË VLERËSIMI

Gjuhë angleze – Niveli B1

VARIANTI A

2 qershor 2026

READING SECTION

For the open-ended questions, answers may be brief or may be written in full sentences. Do not take marks off for incorrect grammar or spelling in a longer answer. Do not accept answers which are too long and contain irrelevant information. For Reading Comprehension questions, accept answers which are similar in meaning to those given in the key.

| Question | Answer | Points |
|----------|--|--------|
| 1 | D | 1 |
| 2 | A | 1 |
| 3 | A | 1 |
| 4 | D | 1 |
| 5 | D | 1 |
| 6 | D | 1 |
| 7 | D | 1 |
| 8 | B | 1 |
| 9 | B | 1 |
| 10 | C | 1 |
| 11 | Every year. / Each year. / Annually. | 1 |
| 12 | The United Nations Environment Programme. /UNEP. | |
| 13 | - To draw attention to the environmental issues. - They (the UN) wanted to show that positive change is possible when people collaborate to fight for a common cause. | 1 |
| 14 | In Spokane. /In Spokane, USA. /In the USA. | 1 |
| 15 | The world's first environmental fair. / The world's first fair dedicated to the environment. | 1 |
| 16 | 1987./ In 1987. | 1 |
| 17 | To draw attention to the main issue. | 1 |
| 18 | Illegal trading of plants and animals (wildlife). /Wildlife trafficking. | 1 |
| 19 | to join (in) / to be part of / to be involved in / to participate | 1 |
| 20 | Share information about the cause or events of WED on social media or organize events in their community. | 1 |
| 21-30 | 21-ancient 22-tourists 23-backpacks 24-allowed 25-sights 26-beautiful 27-discover 28-get lost 29-sightseeing 30-blowing | 10 |

USE OF LANGUAGE SECTION

| Question | Answer | Points |
|----------|---|--------|
| 31(a-j) | a) C b) A c) B d) D e) D f) C g) B h) A i) D j) C | 10 |
| 32(a-e) | a) easily b) happiness c) excitement d) memorise e) funny | 5 |

WRITING SECTION

33. Task 1

10 points

There are five criteria, each of which receives two points.

Candidates whose writing ability for a criterion is considered to be below the minimum acceptable standard for B1 level receive zero points for that criterion. Candidates whose writing ability is judged to be at the **minimum** standard for B1 level receive one point for that criterion, while candidates whose ability for a criterion is considered to be above the minimum level for B1 receive two points for that criterion.

The number of points for each criterion is added together to give a total score out of ten.

A successful candidate at minimum B1 level can:

- ✓ Can convey simple information of immediate relevance, getting across the point he/she feels to be important
- ✓ Can produce continuous writing, which is generally intelligible throughout.
- ✓ Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
- ✓ Can write personal letters describing experiences, feelings and events in some detail.
- ✓ Spelling, punctuation and layout are accurate enough to be followed most of the time.

Writing Descriptors

| Points | Description | Task Completion | Organization | Grammar | Vocabulary | Mechanics |
|--------|-------------------------------|--|--|---|---|---|
| 0 | Below minimum B1 level | Text is often irrelevant to the task. Text is much too short. The topic is not sufficiently developed, and little or no supporting detail is provided. | No beginning or end to the text. Text often jumps from topic to topic. Very few or no connectors used. | Very frequent errors often impede communication, confusing the reader. | Lack of vocabulary resources often impedes communication. | Frequent errors in the spelling of words, which may cause confusion for the reader. Sentences may lack full stops, and capitalization is used inappropriately or is absent. |
| 1 | At minimum B1 level | Text is relevant to the task in parts. The topic is sufficiently developed, but without much supporting detail. | A beginning and end are provided. Topics in the text are sometimes grouped together. Some connectors are sometimes used appropriately. | Errors sometimes occur in basic structures, but only sometimes impede communication. Errors may often occur in more complex structures | Vocabulary resources are often used appropriately to convey communication. Errors may often occur in more advanced vocabulary. | Few errors in the spelling of basic words, but errors may often appear in more complex words. Sentences have a full stop and are followed by capitalization. Commas are sometimes used appropriately. |

| | | | | | | |
|---|-------------------------------|--|--|---|--|--|
| 2 | Above minimum B1 level | Text is mostly relevant to the task. The topic is fully developed and has appropriate supporting details. | An introduction and conclusion are provided. Topics are mostly grouped together. Connectors are mostly used appropriately. | Errors mostly do not occur in basic structures. Errors in more complex structures may occasionally impede communication. | Sufficient vocabulary resources are mostly used appropriately. Some more advanced vocabulary is sometimes used appropriately. | Very few errors in the spelling of basic words, but errors sometimes appear in more complex words. Punctuation is usually used appropriately. Commas are often used appropriately. |
|---|-------------------------------|--|--|---|--|--|

34. Task 2**5 points**

There are five criteria, each of which receives one point.

There are five criteria, each of which receives 1 point. Candidates whose writing ability for a criterion is considered to be below the minimum acceptable standard for B1 level receive zero points for that criterion. Candidates whose writing ability is judged to be above the minimum standard for B1 level receive one point for that criterion.

The number of points for each criterion is added together to give a total score out of five.

Writing Descriptors

| Points | Description | Task Completion | Organization | Grammar | Vocabulary | Mechanics |
|--------|-------------------------------|--|--|---|--|--|
| 0 | Below minimum B1 level | Text is often irrelevant to the task. Text is much too short. The topic is not sufficiently developed, and little or no supporting detail is provided. | No beginning or end to the text. Text often jumps from topic to topic. Very few or no connectors used. | Very frequent errors often impede communication, confusing the reader. | Lack of vocabulary resources often impedes communication. | Frequent errors in the spelling of words which may cause confusion for the reader. Sentences may lack full stops, and capitalization is used inappropriately or is absent. |
| 1 | Above minimum B1 level | Text is mostly relevant to the task. The topic is fully developed and has appropriate supporting details. | An introduction and conclusion are provided. Topics are mostly grouped together. Connectors are mostly used appropriately. | Errors mostly do not occur in basic structures. Errors in more complex structures may occasionally impede communication. | Sufficient vocabulary resources are mostly used appropriately. Some more advanced vocabulary is sometimes used appropriately. | Very few errors in the spelling of basic words, but errors sometimes appear in more complex words. Punctuation is usually used appropriately. Commas are often used appropriately. |

